

POWDERSVILLE MIDDLE

135 Hood Road
Greenville, SC 29611

GRADES 6-8 Middle School

ENROLLMENT 513 Students

PRINCIPAL Monty Oxendine 864-269-1821

SUPERINTENDENT Dr. Wayne Fowler 864-847-7344

BOARD CHAIR Mr. Fred Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	13	2	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

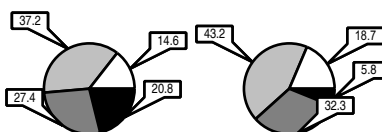
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

90.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Mathematics





English/Language Arts



Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	508	99.8	18.6	43.3	32.4	5.8	48.2	Yes	Yes
Gender									
Male	251	100.0	26.4	45.2	25.1	3.3	38.9		
Female	257	99.6	11.0	41.5	39.4	8.1	57.3		
Racial/Ethnic Group									
White	438	100.0	18.3	43.0	32.3	6.4	48.9	Yes	Yes
African-American	49	100.0	22.7	47.7	29.5	0.0	36.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	15.4	38.5	46.2	0.0	53.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	441	99.8	13.7	43.5	36.2	6.6	54.6		
Disabled	67	100.0	51.6	41.9	6.5	0.0	4.8	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	507	100.0	18.6	43.3	32.4	5.8	48.2		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	501	100.0	18.6	43.2	32.4	5.8	48.4		
Socio-Economic Status									
Subsidized meals	119	99.2	32.1	53.2	14.7	0.0	22.0	Yes	Yes
Full-pay meals	389	100.0	14.6	40.4	37.5	7.4	55.9		

Mathematics - State Performance Objective = 15.5%									
All Students	509	99.6	14.4	37.3	27.4	20.8	59.2	Yes	Yes
Gender									
Male	252	99.6	16.7	36.0	29.7	17.6	57.7		
Female	257	99.6	12.2	38.6	25.2	24.0	60.6		
Racial/Ethnic Group									
White	439	99.8	12.8	37.5	27.6	22.1	61.0	Yes	Yes
African American	49	100.0	27.3	40.9	20.5	11.4	40.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	23.1	30.8	38.5	7.7	46.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	442	99.6	9.2	37.1	30.5	23.2	65.5		
Disabled	67	100.0	50.0	38.7	6.5	4.8	16.1	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	508	99.8	14.4	37.3	27.4	20.8	59.2		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	502	99.8	14.2	37.2	27.6	21.1	59.7		
Socio-Economic Status									
Subsidized meals	120	98.3	26.6	48.6	18.3	6.4	33.9	Yes	Yes
Full-pay meals	389	100.0	10.9	34.0	30.1	25.0	66.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	155	99.4	23.3	39.7	28.8	8.2	37.0
	Grade 7	174	99.4	16.6	54.0	27.0	2.5	29.4
	Grade 8	158	100.0	24.8	48.4	22.2	4.6	26.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	162	100.0	23.5	35.2	35.2	6.2	41.4
	Grade 7	165	100.0	18.4	51.5	27.0	3.1	30.1
	Grade 8	182	99.5	15.7	44.4	32.0	7.9	39.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	155	100.0	13.0	37.0	28.8	21.2	50.0
	Grade 7	174	100.0	16.0	41.7	23.9	18.4	42.3
	Grade 8	158	100.0	19.6	45.1	21.6	13.7	35.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	162	100.0	10.5	31.5	35.2	22.8	58.0
	Grade 7	165	100.0	18.4	33.7	19.6	28.2	47.9
	Grade 8	182	98.9	16.9	46.6	24.7	11.8	36.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 513)				
Students enrolled in high school credit courses (grades 7 & 8)	17.2%	Up from 13.6%	27.7%	14.6%
Retention rate	0.9%	Down from 2.2%	2.2%	3.0%
Attendance rate	96.2%	Up from 95.4%	96.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%		3.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		3.3%	5.3%
Eligible for gifted and talented	19.4%	Up from 19.1%	31.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.1%	Up from 11.6%	10.8%	13.9%
Older than usual for grade	2.5%	Down from 2.9%	2.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Down from 2.4%	0.7%	0.9%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	71.4%	Up from 61.5%	55.8%	48.7%
Continuing contract teachers	60.7%	Down from 61.5%	85.9%	81.7%
Highly qualified teachers**	96.2%	N/A	90.5%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.0%	5.3%
Teachers returning from previous year	94.4%	Up from 89.4%	88.4%	85.1%
Teacher attendance rate	95.4%	Down from 96.2%	95.3%	94.8%
Average teacher salary	\$44,977	Up 4.8%	\$42,532	\$40,566
Prof. development days/teacher	9.2 days	Up from 9.0 days	9.8 days	11.0 days

School				
Principal's years at school	13.0	Up from 12.0	5.5	3.3
Student-teacher ratio in core subjects	26.1 to 1	Down from 26.6 to 1	24.5 to 1	21.3 to 1
Prime instructional time	91.2%	Down from 91.3%	91.0%	89.3%
Dollars spent per pupil*	\$6,849	Down 1.9%	\$5,374	\$5,821
Percent of expenditures for teacher salaries*	46.0%	Down from 48.8%	62.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.8%	Down from 97.5%	96.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year was another very exciting one at Powdersville Middle School. Our faculty, staff, and students experienced a great deal of success in academics, the arts, athletics, and various service learning activities. Some of our year's successes are listed below.

Our 2003 PACT scores earned us an Absolute Rating of Good on last year's Annual School Report Card;

Mrs. Monique German, our media specialist, was voted Teacher of the Year;

Mrs. Carol Adams, Mr. Dan Greene, and Mrs. Sallie Moreland earned their National Board Certification, three of 11 teachers in the district receiving such an honor;

Our students won three of the six awards in the District Writing Contest;

One of our eighth grade students was the District Winner in the Lieutenant Governor's Writing Awards Program;

Four of the six student entries in the Anderson/Oconee/Pickens Regional Science Fair earned a Gold or Silver Award;

Band awards included an Excellent rating at the SC State Concert Festival, 13 students receiving Superior or Excellent ratings at the SC State Solo and Ensemble Festival, and four students being selected to participate in the SC Region Two Bands;

Thirteen eighth grade students were named Junior Scholars;

Seventy-one additional students were inducted into the National Junior Beta Club;

We saw a marked increase in our students' independent reading as evidenced by the number of them participating in the Reading Counts program, and by approximately 20% of the student body being involved in our first-ever after-school reading club, FRED (Friends Reading, Eating, and Discussing);

Seventeen students earned awards in local and state art competitions;

Patriot Partners, our mentoring program, and PASS (Patriots Achieving Superb Success) Class continued to provide academic assistance to our students;

Approximately 425 students participated in Shadowing Day;

Service projects included the Memory Walk for the Alzheimer's Association, Make-A-Difference Day, Meals on Wheels, Toys for Tots, and raising funds for local families in need;

Our school again served as a 21st Century Community Learning Center; and

Our boys' football team had its best season ever, finishing 6-2, and second place in the conference. Our girls' basketball team finished second in the regular season and runner-up in the year-end tournament. The boys' basketball team finished second in the regular season and won the year-end tournament championship. Our cheerleading squads included a competition team which took part in six sanctioned events.

Powdersville Middle is fortunate to have such a quality faculty, staff, and supportive community. Our School Improvement Council, PTSO, and entire school family have one common goal - making PMS the best it can be! Through continuing to work together, we remain "Marching Toward a Better Future."

Monty Oxendine, Principal

Monique German, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	162	96
Percent satisfied with learning environment	100.0%	81.9%	92.7%
Percent satisfied with social and physical environment	95.0%	79.4%	84.0%
Percent satisfied with home-school relations	100.0%	86.9%	71.3%

*Only students at the highest middle school grade level at this school and their parents were included.